DOCUMENT RESUME

ED 046 340 HE 001 919

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TITLE	Merit Scholars and the Fulfillment of Promise.
INSTITUTION	National Merit Scholarship Corp., Evanston, Ill.
REPORT NO	NMSC-RR-Vol-6-NO-3
PUB DATE	70
NOTE	21p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Aspiration, Career Choice, Family Characteristics, Goal Orientation, *Higher Education, Individual Characteristics, *Objectives, *Self Concept, *Superior Students
IDENTIFIERS	*Merit Scholars

ABSTRACT

This study attempted to assess how successful Merit Scholars judged themselves in making progress toward their long-term objectives: fulfilling the promise they expect of themselves. Three thousand and eighty-nine Merit Scholars between 1956 and 1960 provided information in 1965 about their long-range goals and the progress they felt they were making toward these objectives. About 76 percent were satisfied with their progress, 16 percent were dissatisfied, and 8 percent expressed mixed feelings. Comparisons were made among these groups, by sex, on the following variables: tested scholastic ability and grades, degree attainment and educational aspirations, satisfaction with graduate school, stability of career plans, career decisions, clarity of long-range goals, major activities, family characteristics, and religious preferences. (Author/AF)

NMSC

ED 043 740

F-NSF
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1970: volume 6, number 3

Merit Scholars and the Fulfillment of Promise

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NATIONAL MERIT SCHOLARSHIP CORPORATION

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NMSC research is currently supported by grants from the National Science Foundation and the Ford Foundation.

ABSTRACT

Merit Scholars are chosen particularly on the basis of their academic excellence and their potential for intellectual attainment. How successful do they judge themselves in making progress toward their long-term objectives--fulfilling the promise they expect of themselves? 3,089 Merit Scholarship winners between 1956 and 1960 provided information in 1965 about their long-range goals and the progress they felt they were making toward these objectives. About 76% were satisfied with their progress, but 16% were definitely dissatisfied and 8% expressed mixed feelings. How do those who were satisfied differ from those who were not? Comparisons were made between them on these variables: tested scholastic ability and grades, degree attainment and educational aspirations, satisfaction with graduate school, stability of career plans, career decisions, clarity of long-range goals, major activities, family characteristics, and religious preferences.

MERIT SCHOLARS AND THE FULFILLMENT OF PROMISE

Donivan J. Watley and Rosalyn Kaplan

Do Merit Scholars fulfill their initial promise? This is a difficult question. For one thing, not enough time has elapsed to assess attainment in terms of their total life spans, and for another, any attempt to evaluate "fulfilled promise" involves someone's point of view. Fulfillment of promise could be viewed, for example, from the standpoint of the cultivation of the nation's resources, focusing on an individual's contribution to society. Another point of view--the one taken in this study--is the Scholar's self-evaluation of his own progress.

Merit Scholars are chosen particularly on the basis of their academic excellence and their potential for intellectual attainment. They set their own sights high (Nichols and Astin, 1966; Watley, 1969). How successful do they judge themselves in making progress toward their long-term objectives--fulfilling the promise they expect of themselves? How do they evaluate their own personal progress and sense of achievement?

Winners of Merit Scholarships between 1956 and 1960 provided information in 1965 about their long-range goals and the progress they felt they were making toward these objectives. Virtually all of the Scholars indicated plans and objectives for the future, and most were able to express them quite explicitly. They were then asked to state in their own words whether they were satisfied with the progress made so far in attaining them.

Although the meanings of both "goals" and "progress satisfaction" are recognized as being dependent on personal interpretation, it was felt nevertheless that these terms have enough common usage to make them sufficiently understood for the purposes of this investigation. Scholars who stated clearly that they had major reasons for being dissatisfied with their progress were grouped

together, and those who indicated no major reasons for being unhappy with their progress composed a second group. A third category consisted of Scholars who said that they were neither altogether satisfied nor dissatisfied with their progress. One would expect these self-ratings to be quite meaningful, since the emphasis here was on progress covering a period of time from five to nine years. We were especially concerned about identifying characteristics common to those expressing dissatisfaction with their progress. What contributed toward their feelings of dissatisfaction? Which areas of their lives did they emphasize in evaluating their long-range progress?

METHOD

Sample

The National Merit Scholarship Qualifying Test (NMSQT) is given on a voluntary basis to juniors in high schools that enroll approximately 95 percent of all eleventh grade students in the United States. The number of Semifinalists named in a state or selection unit is less than one percent of the graduating high school seniors in that state or unit. The Semifinalists who are endorsed by their schools and whose high scores are verified by a second scholastic ability test become Merit Finalists. A selection committee and scholarship sponsors use high school records, recommendations, and test scores to select the Merit Scholars for each state.

The sample consisted of students who received Merit Scholarships during the years 1956 to 1960. Of the 2,854 males receiving awards during this period, 2,257 provided information for this study about their progress satisfaction; 832 females provided usable information from the total of 1,079 who were mailed questionnaires.

Followup Questionnaire

A questionnaire was mailed during the summer of 1965 to the winners of Merit Scholarships during 1956-1960. Thus five to nine years had elapsed since

these students began college, depending on the year that a student received his initial award.

Several of the questions were aimed especially at learning about Scholars' long-term goals. One of the questions asked was "Are you satisfied with your progress toward these goals?"

On the whole, the majority of each sex indicated that they were generally satisfied with their progress toward their long-term objectives; 1,747 (77%) of the males and 620 (75%) of the females expressed satisfaction with their progress. But 356 (16%) of the males and 125 (15%) of the females said they definitely were not pleased with their progress; 154 (7%) men and 87 (10%) women expressed mixed feelings about their progress. The major focus of attention in this study was upon these three progress satisfaction groups. The sexes were studied separately.

Considerable information was available for these Scholars. Some was collected during the initial process of selecting Scholars and some through the information they periodically submitted about their college performance. Additional information pertaining to educational progress, employment, career progress, and family was collected both in 1964 and 1965. These data were used in the attempt to ferret out characteristics common to Scholars who indicated dissatisfaction with their long-term progress.

RESULTS

Scholastic Ability and Grades

When Scholars express dissatisfaction with their progress, does this seem to have any connection with tested ability or with obtained grades? The answer appears to be yes for men, but no for women. Male Scholars greatly emphasize the sciences in their career objectives and those expressing dissatisfaction with their progress obtained significantly lower (.05 level) mathematics scores on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board

than men who were either satisfied with their progress or who expressed mixed feelings. Although significant, the difference between the means for the satisfied and dissatisfied Scholars was only about seven points--731.5 to 724.2.

The dissatisfied men also obtained slightly but significantly lower grades than the satisfied Scholars. On a four-point scale, the final undergraduate college grade averages earned were: satisfied 3.30, mixed 3.14, dissatisfied 3.19.

Degree Attainment and Educational Aspirations

Since grades and measured ability seem to be related to male Scholars' dissatisfaction, we might also expect dissatisfaction to be connected with degree attainment. The results revealed that this was the case for men but not for women (Table 1); the dissatisfied males were significantly (.01 level) less likely to have earned advanced graduate degrees.

Interestingly, the progress satisfaction groups within each sex could not be differentiated on the highest degree planned. Roughly 75 percent of the males and about 43 percent of the females in the various groups planned to acquire a PhD or equivalent. But satisfaction was significantly related to whether Scholars' education had been interrupted; 21 percent of the dissatisfied males but only 11 percent of the satisfied males interrupted their programs for some reason. The comparable percentages for women were 17 and 11.

Table 1

Progress Satisfaction and the Percentages of Scholars Holding Various Academic Degrees

Progress Satisfaction	Highest Degrees Held							
	Males				Females			
	N	BA or less	MA	PhD or equiv.	N	BA or less	MA	PhD or equiv.
Satisfied	1,746	59	28	13	620	67	29	4
Dissatisfied	456	71	22	7	125	75	24	1
Mixed feelings	154	62	29	9	87	75	25	-

Satisfaction with Choice of Graduate or Professional School

Satisfaction with progress was connected with feelings about graduate or professional schools, although the trend of the relation was stronger for women than for men. Table 2 indicates that the dissatisfied female Scholars were far less likely than the satisfied ones to express complete happiness with their schools; in fact, they were much more apt to express strong dissatisfaction with them.

Table 2

Progress Satisfaction and Percentages of Scholars with Differing Views about their Graduate or Professional Schools

Progress Satisfaction	N	Satisfaction with Graduate or Professional Schools: Completely Satisfied	Somewhat Satisfied	Mixed Feelings	Somewhat to very Dissatisfied
Males					
Satisfied	1,049	40	42	9	9
Dissatisfied	177	25	51	11	12
Mixed feelings	93	28	45	12	15
Females					
Satisfied	282	28	48	11	13
Dissatisfied	56	9	43	12	36
Mixed feelings	47	19	43	17	21

Stability of Career Plans

Progress satisfaction did not appear to be related to whether male Scholars changed their career goals after entering college; 44 percent of the satisfied males changed their plans at least once, while 48 percent of the dissatisfied males and 47 percent of those with mixed feelings made one or more changes. But when asked in 1965--five to nine years after entering college--"If you had to do it over, would you choose a different career field from the one you now see yourself pursuing?," significantly (.01 level) more of the dissatisfied males said "yes." Only two percent of the satisfied males said they would choose a different occupation, but ten percent of the dissatisfied ones said that they would choose a different one.

Among the women Schclars, not only did significantly more (.05 level) of the dissatisfied ones change their goals at least once after entering college, but significantly more (.01 level) of them said that they would choose a different field if they had to make the choice again; 58 percent of the dissatisfieds to 46 percent of the satisfieds changed their goals during college, and 12 percent of the dissatisfieds to 3 percent of the satisfieds revealed that they would not choose the same career field.

Career Decisions

The career decisions of Scholars are shown in Tables 3 and 4. "Initial" choices refer to those made at the time of college entrance, and the "final" decisions are those reported in 1965. Progress satisfaction did not appear to manifest itself strongly in the particular fields selected by the males--regardless of one's satisfaction, engineering, physics, and the physical sciences were the biggest losers of talent to other fields, while the humanities and fine arts made the largest gains. However, more of the dissatisfied Scholars did indicate indecision about their plans than those that were satisfied.

The dissatisfied women were more likely than the satisfied ones to transfer out of education, and they were more likely to change into the humanities and fine arts. However, the humanities and fine arts were the final choices of a substantial proportion of Scholars in each of the progress groups. Fewer of the dissatisfied women decided to be housewives as final decisions, and more of them were undecided about their career plans.

Clarity of Long-Range Goals

Scholars' progress satisfaction appeared to be connected with the clarity of their long-tern goals. After being asked on the questionnaire to state what they expected to be doing in ten to fifteen years, they were asked to specify the difficulty they had in answering this question. These three alternatives were presented: (a) "Answering this question was rather easy; my

Table 3

Progress Satisfaction and the Percentages of Male Scholars with Various Initial and Final Career Plans

	Satisfied			Dissatisfied			Mixed Feelings		
Career Field	Initial	Final	% Change	Initial	Final	% Change	Initial	Final	% Change
Physical Science	11.7	5.7	- 6.0	12.7	5.1	- 7.6	15.7	7.2	- 8.5
Physics	15.8	8.9	- 6.9	20.9	11.6	- 9.3	22.9	9.8	-13.1
Mathematics	7.1	9.9	2.8	7.1	10.7	3.6	4.6	9.8	5.2
Biological Science	0.6	3.1	2.5	1.7	2.5	0.5	--	2.0	2.0
Social Science	0.2	3.8	3.6	0.3	3.1	2.8	0.7	3.9	3.2
Sociology, Social Worker, Psychologist	1.0	3.1	2.1	0.8	2.0	1.2	1.3	3.3	2.0
Humanities, Fine Arts	2.3	10.0	7.7	2.5	13.8	11.3	2.0	12.4	10.4
Education	5.7	2.7	- 3.0	5.1	2.8	- 2.3	4.6	2.6	2.0
Engineering	26.6	13.4	-13.2	23.4	11.3	-12.1	26.1	16.3	- 9.8
Medical Science	8.6	9.9	1.3	5.1	5.6	0.5	5.9	6.5	0.6
Law	5.3	8.3	3.0	3.1	5.1	2.0	0.7	2.6	1.9
Business	3.5	8.0	4.5	4.5	8.8	4.3	3.9	6.5	2.6
Other	8.0	10.4	2.4	9.0	8.2	- 1.2	7.8	7.8	--
Undecided	3.7	2.8	- 0.9	3.7	9.3	5.6	3.9	9.2	5.3

Table 4

Progress Satisfaction and the Percentages of Female Scholars with Various Initial and Final Career Plans

	Satisfied			Dissatisfied			Mixed Feelings		
Career Field	Initial	Final	% Change	Initial	Final	% Change	Initial	Final	% Change
Physical Science	10.9	5.2	- 5.7	13.3	5.8	- 7.5	8.0	3.4	- 4.6
Physics	4.1	1.3	- 2.8	3.3	0.8	- 2.5	6.9	4.6	- 2.0
Mathematics	5.2	7.0	2.8	4.2	5.8	1.6	6.9	6.9	--
Biological Science	1.9	4.1	2.2	4.2	5.8	1.6	2.3	8.0	5.7
Social Science	0.6	1.9	1.3	0.8	1.7	0.9	--	1.1	1.1
Sociology, Social Worker, Psychologist	3.1	7.0	3.9	1.7	2.5	0.5	3.4	2.3	- 1.1
Humanities, Fine Arts	4.4	20.3	15.9	3.3	25.8	22.5	8.0	19.5	11.5
Education	32.6	15.6	-17.0	34.2	10.0	-24.2	39.1	13.8	-25.3
Engineering	1.5	0.2	- 1.3	0.8	0.8	--	1.1	--	- 1.1
Medical Science	7.1	4.4	- 2.7	6.7	4.2	- 2.5	5.7	2.3	- 3.4
Law	1.1	1.8	0.7	0.8	--	- 0.8	--	1.1	1.1
Business	1.9	0.8	- 1.1	1.7	3.3	1.6	1.1	3.4	2.3
Other	19.5	9.4	-10.1	19.2	7.5	-11.7	16.1	12.6	- 3.5
Housewife	0.5	14.1	13.6	0.8	6.7	5.9	--	14.9	14.9
Undecided	5.5	7.0	1.5	5.0	19.2	14.2	1.1	5.7	4.6

goals are well in mind." (b) "I have some goals in mind, but they are general, and in answering this question I had to think about them more specifically than I usually do." (c) "Answering this question was difficult; I had never thought about goals in this way." The results are presented in Table 5. The clear trend for each sex was that a greater proportion of the satisfied Scholars was able to state specific objectives that they had well in mind.

Table 5

Progress Satisfaction and the Percentages of Scholars with Clear Long-Range Goals

	Males				Females			
Progress Satisfaction	N	Specific and Clear	General	Unclear	N	Specific and Clear	General	Unclear
Satisfied	1,702	74	25	1	615	73	24	3
Dissatisfied	345	58	35	7	120	59	34	7
Mixed Feelings	145	59	36	5	86	70	27	3

Major Activity

The major activities of Scholars are listed in Tables 6 and 7, major activities referring mainly to involvement in work and/or school. While there is little difference in the proportions of either sex employed in their chosen career fields, some differences of fair size were found in the proportions attending graduate or professional school and in employment outside one's field. The satisfied Scholars of either sex were more likely than the others to be attending graduate or professional school, and less likely to be employed outside their career fields. Thus a key cause of dissatisfaction may be that many Scholars were detracted from their career objectives and were employed in jobs outside their chosen fields. Working outside their fields usually implied that they did so only because they had not yet completed the degree requirements of their preferred fields.

Homemaking as an activity did not differentiate between women who were satisfied or dissatisfied with their progress, but a considerably larger

Table 6

Progress Satisfaction and the Percentages of Male Scholars with Various Major Activities

Progress Satisfaction	N	Major Activity: Employed in Career Field	Employed in other than Career Field	Attending Graduate or Prof. School	Attending Undergraduate School	Combination Work and School
Satisfied	1,731	24	9	59	4	4
Dissatisfied	353	21	22	47	4	6
Mixed feelings	153	28	16	48	4	4

Table 7

Progress Satisfaction and the Percentages of Female Scholars with Various Major Activities

Progress Satisfaction	N	Major Activity: Employed in Career Field	Employed in other than Career Field	Attending Graduate or Prof. School	Attending Undergraduate School	Combination Work, Home, and School	Homemaker
Satisfied	618	27	11	31	3	9	19
Dissatisfied	124	24	21	21	3	14	17
Mixed feelings	86	24	21	22	1	5	27

proportion of the mixed group reported that they were homemakers. Interestingly, more of the dissatisfied women indicated that they had some combination of work, school, or homemaking.

The Scholars who by 1965 had worked full-time in their chosen fields were asked, "Do you enjoy work in your career field as much as you hoped you might when you chose it?" Eighty-nine percent of the males satisfied with their progress answered "yes," while 71 percent of those dissatisfied and 73 percent of those with mixed feelings were affirmative. Among females, 90 percent of those satisfied answered "yes," but only 58 percent of those dissatisfied said "yes." In short, Scholars' satisfaction with their progress did appear to be related to whether they enjoyed their work as much as they initially thought they might.

Marriage, Family, and Income

It was surprising to find that marital status and size of family seemed to be related to male Scholars' satisfaction with their progress, but not to female Scholars' feelings of satisfaction. Table 8 shows that 51 percent of the satisfied males were married, but only 40 percent of the dissatisfieds were married; moreover, 16 percent of the males unhappy with their progress did not even date. And of those that were married, those satisfied with their progress had fewer children (Table 9). This difference cannot be attributed to the age

Table 8

Progress Satisfaction and Scholar's Marital Status

Progress Satisfaction	N	Marital Status: Single, not Date	Single, Date	Married	Divorced or Separated
Males					
Satisfied	1,726	8	40	51	1
Dissatisfied	352	16	42	40	2
Mixed feelings	153	10	35	53	2
Females					
Satisfied	617	5	30	63	2
Dissatisfied	125	4	24	68	4
Mixed feelings	87	7	23	68	2

Table 9

Progress Satisfaction and the Percentages of Married Scholars having Various Numbers of Children

Progress Satisfaction	N	Number of Children: 0	1	2	3	4 or more
Males						
Satisfied	889	66	21	9	3	1
Dissatisfied	149	52	34	9	5	-
Mixed feelings	83	59	25	15	1	-
Females						
Satisfied	395	60	23	15	2	-
Dissatisfied	89	63	20	15	2	-
Mixed feelings	61	51	23	21	5	-

at which men in the progress groups were married, for the mean age at marriage for the three groups was 22.4, 22.3, and 22.8.

Table 8 shows, however, that marital status was not associated with female Scholars' feelings of progress satisfaction. Among the married women, the number of children they had did not appear to be a factor differentiating between those that were satisfied or dissatisfied. But those having mixed feelings about their progress tended to have slightly larger families. We might recall that a higher proportion of those with mixed feelings reported that they were homemakers (Table 7).

Progress satisfaction was not related to Scholars' monthly incomes in 1965 nor was it connected to the amount of their parents' income when the Merit Scholarships were initially awarded.

Progress Satisfaction and Religion

Were Scholars' feelings of long-term progress connected with the religions in which they were raised or with their current religious preferences? For males, the answer seems to be "no" regarding reared religion. Probably the most interesting feature of their current preferences is the marked increase in the proportions in each satisfaction group reporting no identification at all with an organized religion; approximately two-thirds of each group was raised as Protestants, but many of these claimed to accept no religious doctrine at all in 1965 (Table 10). Males who had mixed feelings about their progress were especially prone to currently accept no such doctrine.

Dissatisfied women Scholars raised as Protestants were especially apt to relinquish that point of view, many of them currently identifying with no religion at all, but some changing to other doctrines.

DISCUSSION

There can be no doubt that Merit Scholars are highly able and that most of them are industrious, persevering, and motivated toward intellectual

Table 10

Progress Satisfaction and the Percentages of Scholars with Various Reared and Current Religious Preferences

	Males			Females		
	Satisfied	Dissat-isfied	Mixed Feelings	Satisfied	Dissat-isfied	Mixed Feelings
Reared Religion						
Protestant	68	65	64	73	79	65
Catholic	14	18	14	12	9	18
Jew	10	8	13	10	9	10
Other	3	3	3	2	2	3
None	5	6	6	4	1	4
N	1,314	267	121	484	92	77
Current Religion						
Protestant	43	37	32	52	46	48
Catholic	11	14	12	11	9	10
Jew	7	6	6	7	4	9
Other	7	9	7	4	11	3
None	31	34	42	26	30	30
N	1,314	267	121	484	92	77

excellence. Indeed, the great majority of them make very rapid progress toward their educational and career objectives (Nichols and Astin, 1966; Watley, 1969). The single most important goal of most Scholars appears to be that of finding an intellectually interesting and worthwhile role around which to build their lives.

But it is also clear that some Scholars are not satisfied with the progress they have made thus far toward their long-term objectives, although one should be careful not to jump immediately to the conclusion that "dissatisfaction" implies only academic problems of some sort. The impetus for this paper came from the fact that a number of Scholars who otherwise appeared to have made good career gains nevertheless reported that they were unhappy with their long-range progress. What characteristics do these highly able yet dissatisfied individuals seem to have in common?

Let us look at the males first. Dissatisfied Scholars obtained lower

college grade averages than the satisfied ones, and they were less apt to have earned advanced graduate or professional degrees, although their degree aspirations were just as high as those expressing satisfaction with their progress. Dissatisfied males more often interrupted their education for some reason, and they were less likely than the satisfied ones to express strong feelings of satisfaction about their graduate or professional school training. Moreover, on measured ability, they scored significantly lower on the mathematics section of the SAT. More of the dissatisfied men were undecided about their career fields, and less likely than the satisfied ones to be able to state specific long-term objectives that they had well in mind; they were less often happy with their current career plans, more of them saying that they would choose a different field if they had to make the decision over again. If employed, they were more likely to be working outside their chosen fields, but even those working in their chosen fields more often indicated that they enjoyed work less than they thought they would when they began. Concerning marriage and family, they were less often married than the satisfied males, and more of the unmarried ones did not even date. If they were married, however, they tended to have larger families.

These results give us some idea, then, of what male Scholars have in mind when they report that they are unhappy with their long-term progress. The picture one gets is that "dissatisfaction" makes its presence known in virtually every aspect of their lives. This is not to say of course that every dissatisfied Scholar has the same reasons for being unhappy, but that, in a general sense, dissatisfaction is felt in school, on the job, and even in their homes. It is interesting, however, that dissatisfaction did not appear to be related to their incomes.

Could their dissatisfaction have been predicted? The answer seems to be "no," not on the basis of current knowledge. "Dissatisfaction" referred

to a feeling one felt in his mind; it was a mental thing, something which led a Scholar to believe that he was falling short of his high expectations. Unfortunately, psychology does not yet know very much about the inner workings of man's mind, certainly not enough to predict which Scholar would ultimately decide on the level of the raw feels of consciousness that he was falling short. Moreover, only a small proportion of the Scholars--15 percent of the males--reported that they were unhappy with their progress, and of these, many would have been counted as "successful" by someone else's standards. For example, only 6 percent of the males who received Merit Scholarships during 1956-1960 had not obtained at least a bachelor's degree by 1965. At the time of initial selection, the Scholars who later expressed dissatisfaction with their progress looked very much like the satisfied ones on the usual predictor indices.

Women Scholars have many of the same kinds of problems that men do, but they also have some very different ones. Unlike men, women interested in a career quite often also have to worry about managing a home and family. About 85 percent of these able women said in 1965 that they definitely wanted a career (another 6.2 percent were uncertain) and about 79 percent planned to combine marriage with a career (Watley, 1969b). Trying to adjust to this form of double life is a traditional problem of women, but these women seem more determined than most to find a workable solution. But in the process of searching for an adjustment to this form of double life, some of them became clearly displeased with their advancement toward long-term objectives. Others developed mixed feelings about their progress.

Unlike the male Scholars, dissatisfaction among the women was not related to acquired grades, scholastic ability, or to degree attainment. Like the men, however, it was related to happiness with their graduate or professional schools and the likelihood of having had an interrupted education.

Interestingly, the level of the degrees planned by dissatisfied women Scholars tended to be just as high as those who were satisfied with their long-term progress, but they changed their career goals more frequently and more of them said in 1965 that they would change to a different field if they had to make the choice over again. A much larger proportion of them were undecided about their career plans in 1965, although they were less likely than the other women to have decided to be housewives only. A woman dissatisfied with her progress was more apt to be employed outside her preferred field, but if she did work in her chosen field she more often stated that she found work less enjoyable than she thought she would when she began.

One gets the impression that many of the able women who expressed mixed feelings about their long-term progress were happy with one phase of their lives--work or home--but unhappy with the other. For example, although 27 percent of them reported that they were in fact homemakers, not nearly that many wanted to be housewives only. This seemed to be connected with the fact that they tended to have larger families, since dissatisfaction or mixed feelings about their progress was not related to whether or not a woman was married.

In short, dissatisfaction or mixed feelings among these bright women appeared to be, in large part, an expression of having failed to find a satisfactory compromise in establishing a dual life. At least 90 percent of them were highly motivated toward educational and occupational achievements, and the majority--about three-quarters of them--felt they were making satisfactory progress. But some were blocked in one way or another by situations in their lives which forced interruptions, postponements, and changed plans altogether. Others seemed to be bogged down more generally by personal problems which showed themselves in the form of career indecision, general

unhappiness, frustrations, etc. In neither case could the dissatisfaction have been accurately predicted. We simply do not know enough to determine in advance whether a Scholar at some later point in his life will look upon his long-term progress with satisfaction. The very "thing" which seems to hold one person back appears to be a main force in driving another person to even greater accomplishments.

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PREVIOUS NMSC RESEARCH REPORTS

Number

Volume 1, 1965

NMSC Research Reports included in this volume are listed in the Review of Research, 1970, 6, No. 1.

Volume 2, 1966

1. Participants in the 1965 NMSQT, by R. C. Nichols.
2. Participants in the National Achievement Scholarship Program for Negroes, by R. J. Roberts and R. C. Nichols.
3. Career Choice Patterns: Ability and Social Class, by C. E. Werts (also in Sociology of Education, 1967, 40, 348-358).
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Volume 6, 1970

1. Review of Research, by the NMSC Research Staff (includes abstracts of all previous NMSC studies).
2. Able Black Americans in College: Entry and Freshman Experiences, by F. H. Borgen.
3. Merit Scholars and the Fulfillment of Promise, by D. J. Watley and Rosalyn Kaplan.

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